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ABSTRACT

This booklet is designed for participants in "The Leading Edge: A Career Development Workshop Series for Young Adults." It provides the 27 participant handouts for the six workshops in the series. The first in the series, "Setting the Stage: The Changing World of Work," is a workshop to clarify what is occurring in the world of work and apply that understanding to personal career development. It introduces a method of recording the career journey through portfolio compilation. The second workshop, "Recognizing Your Leading Edge," initiates a shift from traditional job search to self-marketing. "Powerful Resume Writing" is a workshop to maximize the effectiveness of this key component of the work search/marketing strategy. The fourth workshop, "Pro-Active Work Search Tools," builds skills to support nontraditional work search techniques such as information interviewing, networking, and proposal writing. "Your Leading Edge in Action" is a workshop to practice targeted resume writing and interview skills and to introduce the use of professional portfolios in an interview situation. The final workshop in the series, "Consolidation: Planning the Next Steps of the Journey," is a wrap-up session reflecting on program learning. It aims to integrate labor information and self-awareness into a personally meaningful sense of career direction/purpose and into a concrete plan of action. The appendix is a list of 19 career development and related websites. (MKA)

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Life Planning Basics:
A Career Development Workshop Series for Young Adults

Participant Workbook

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The Leading Edge :

A Career Development Workshop Series for Young Adults

Participant Workbook

Canadian Career Development Foundation
202 - 411 Roosevelt Avenue
Ottawa, Ontario K2A 3X9 CANADA
Tel: (613) 729-6164
Fax: (613) 729-3515
E-mail: ccdfcac@magi.com
WWW: http://infoweb.magi.com/~ccdfcac

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PARTICIPANT HANDOUTS

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6 Workshops of the Leading Edge

- **Setting the Stage: The Changing World of Work**

  A workshop to clarify what's happening in the world of work and apply that understanding to personal career development. It introduces you to a method of recording your career journey through portfolio compilation;

- **Recognizing Your Leading Edge**

  This workshop initiates a shift from traditional job search (looking for a job by promoting your experience, degree or diploma) to self-marketing (identifying and creating opportunities for work by promoting your skills, abilities and strengths);

- **Powerful Résumé Writing**

  A workshop to maximize the effectiveness of this key component of your work search/marketing strategy;

- **Pro-active Work Search Tools**

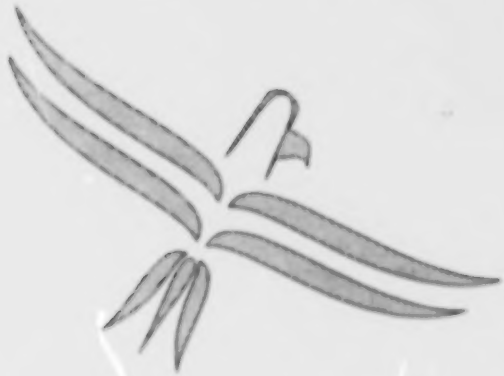
  A section of the *Leading Edge* to build skills to support non-traditional work search techniques (such as information interviewing, networking and proposal writing);

- **Your Leading Edge in Action**

  A workshop to practice targeted résumé writing and interview skills and to introduce the use of professional portfolios in an interview situation;

- **Consolidation: Planning the Next Steps of the Journey**

  A wrap-up session reflecting on program learning and to integrate labour market information and self-awareness into a personally meaningful sense of career direction/purpose and into a concrete plan of action.



Setting The Stage:
The Changing World of Work

HIGH 5 MESSAGES
CHANGE IS CONSTANT

1. What does this really mean to you?	3. What skills/attitudes will help?
2. What are the risks/challenges of this message?	4. How might you act on this message in your life?

HIGH 5 MESSAGES
FOLLOW YOUR HEART

1. What does this really mean to you?	3. What skills/attitudes will help?
2. What are the risks/challenges of this message?	4. How might you act on this message in your life?

HIGH 5 MESSAGES
FOCUS ON THE JOURNEY

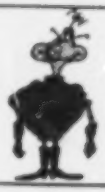
1. What does this really mean to you?	3. What skills/attitudes will help?
2. What are the risks/challenges of this message?	4. How might you act on this message in your life?

HIGH 5 MESSAGES
STAY LEARNING

1. What does this really mean to you?	3. What skills/attitudes will help?
2. What are the risks/challenges of this message?	4. How might you act on this message in your life?

HIGH 5 MESSAGES
BE AN ALLY ACCESS YOUR ALLIES

1. What does this really mean to you?	3. What skills/attitudes will help?
2. What are the risks/challenges of this message?	4. How might you act on this message in your life?



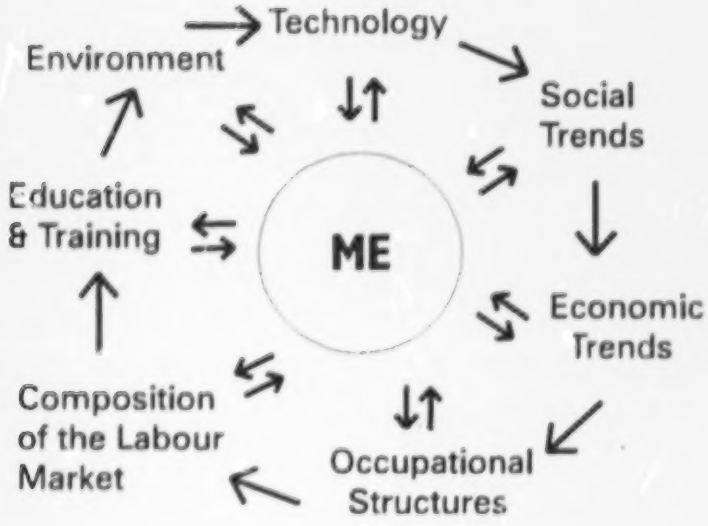
HIGH 5 MESSAGE
BELIEVE IN YOURSELF

1. What does this really mean to you?	3. What skills/attitudes will help?
2. What are the risks/challenges of this message?	4. How might you act on this message in your life?

Drivers of the New Economy

1. Information
2. Globalization
3. Technology
4. Service Sector
5. Small Business

Structure of the Labour Market



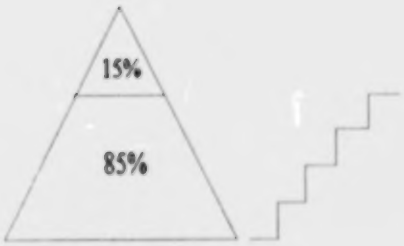
Structure of the Labour Market Activity

1. How has this "driver" affected each component of the labour market?

2. What is the overall impact of the changes identified in Question # 1 on this field?

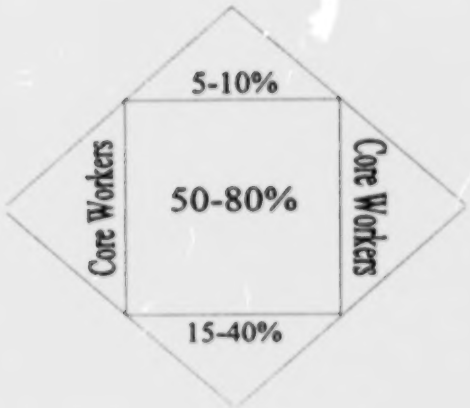
3. How do the changes identified in Question #1 affect your own opportunities for finding work? Do they limit jobs in your field? Do they create any opportunities that you might not have thought of before?

TRADITIONAL PYRAMID



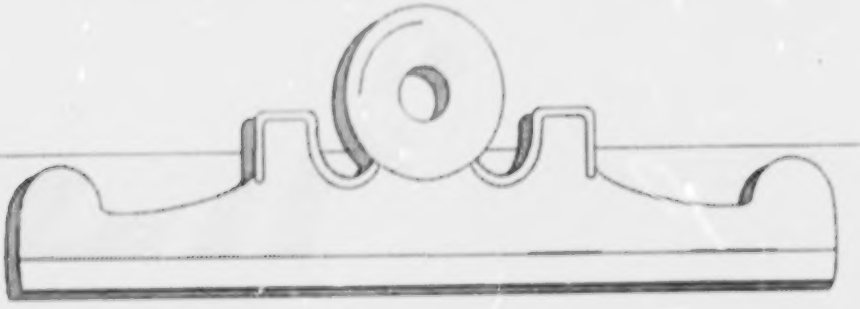
Traditional Pyramid Workplace

EMERGING DIAMOND



Recognize Your Leading Edge

Noting Dependable Strengths and Skills



Dependable Strengths **Skills**

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Employability Skills Profile : the Critical Skills Required of the Canadian Workforce

Academic Skills	Personal Management Skills	Teamwork Skills
Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results.	The combination of skills, attitudes and behaviors required to get, keep, and progress on a job and to achieve the best results.	Those skills needed to work with others on a job and to achieve the best results.
Canadian employers need a person who can:	Canadian Employers need a person who can demonstrate:	Canadian employers need a person who can:
Communicate • Understand and speak the languages in which business is conducted • Listen to understand and learn • Read, comprehend and use written materials, including graphs, charts and displays • Write effectively in the languages in which business is conducted	**Positive Attitudes and Behaviors** • Self-esteem and confidence • Honesty, integrity and personal ethics • A positive attitude toward learning, growth and personal health • Initiative, energy and persistence to get the job done	**Work with Others** • Understand and contribute to the organization's goals • Understand and work within the culture of the group • Plan and make decisions with other's and support the outcomes • Respect the thoughts and opinions of others in the group • Exercise "give and take" to achieve group results • Seek a team approach as appropriate • Lead when appropriate, mobilizing the group for high performance
Think • Think critically and act logically to evaluate situations, solve problems and make decisions • Understand and solve problems involving mathematics and use the results • Use technology, instruments, tools and information systems effectively • Access and apply specialized knowledge from various fields (e.g. skilled trades, technology, physical sciences, arts and social sciences)	**Responsibility** • The ability to set goals and priorities in work and personal life • The ability to plan and manage time, money and other resources to achieve goals • Accountability for actions taken	
Learn • Continue for life	**Adaptability** • A positive attitude toward change • Recognition of and respect for people's diversity and individual differences • The ability to identify and suggest new ideas to get the job done — creativity	

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Work Alternative Continuum

Powerful Résumé Writing

My Favorite Drink ...

Parts of a Functional Résumé

1. **Personal Information**
   This section is straightforward. The purpose is to provide the employer with information that allows her or him to contact you for more information or an interview.

2. **Career Objective**
   This section's purpose is to tell the employer what type of work you are interested in. It shows the employer you have thought about where your skills and experiences would be best applied.

3. **Highlights of Qualifications**
   The purpose of this part of your résumé is to catch the attention of the employer with your outstanding skills, qualities and abilities without him or her having to search for it throughout your résumé. It puts the important information right up front and often tells the employer whether to read on or move on to another résumé. It is easier to create this section after you have filled in the rest of your résumé because it is a snapshot of the best of your qualifications. It comes at the beginning of the finished résumé because it is so important.

   Sometimes it is difficult to make a sentence about your qualities. Here are some lists of adjectives, nouns and verbs for describing your qualities. Take one word or phrase from each column that relates to your skills and create a sentence. [Ex. Dedicated worker who thrives on challenges].

List 1. Qualities in adjective form

analytical	dedicated
flexible	ambitious
adaptable	cheerful
resilient	confident
innovative	cooperative
motivated	hardworking
enthusiastic	results-oriented
ambitious	optimistic
assertive	goal-oriented
dependable	professional
sincere	confident
persistent	business-like
patient	production-oriented
intelligent	imaginative
quick learner	efficient
mature	effective
creative	experienced
responsible	

List 2. Noun descriptions

problem-solver	planner
organizer	worker
coordinator	achiever
communicator	person
presenter	negotiator
leader	decision-maker
information processor	innovator
team player	

List 3. Present tense verb forms

thrives on	appreciates
has affinity for	interested in pursuing
respects	qualified to
loves to	experienced in
enjoys	able to
admires	

4. **Skills/Experience**
Because employers are looking for what you can do more than the diploma you hold this section is a very important part of your résumé. The idea here is to list the skills you have developed and demonstrate them to the employer.

5. **Work Experience**
This section is the place where you tell the employer about work you have done. Different types of work will suggest different skills, qualities and abilities. If you have a formal record of jobs you have held, put it here. If your work history is very regular, list your experiences in a chronological format. If you have never had a formal position, think of projects that you have done that would be of interest to the employer. For example, if you built a garage with your father, neighbor or relative, tell the employer what you did. An employer recognizes that such work usually means commitment, work ethic, skills and qualities of dependability. If you put in the garden for your family or relatives, list it in work experience because it is work. In these cases, group projects together that have skills in common rather than using a chronological format.

6. **Education and Training**
A listing (in chronological order) of your diplomas, certificated, courses and professional development.

7. **Other Information**
In this section you can have sub-headings such as awards, languages, community service, etc.

Powerful Résumé Tip Sheet

A Résumé Describes *You* and How *You* Perform
A résumé is NOT a list of jobs and school attended.

Appearance & Style

- Enough white space.
- Not too busy.
- No more than two different fonts is the usual rule.
- It's preferable to not fold the résumé.
- No typing mistakes.
- Use good quality paper. White is the safest choice if you think the company will be scanning résumés into a computer. You can use a coloured folder to make sure, yours stands out.
- Avoid the use of "I". Write in point form without subjects or use the third person.

Length

- No more than two pages. One is good for a new entrant with little experience.

Content

- Make sure it is very clear to the employer, right away, what type of work you are interested in.
- Do not give personal information such as religion, race, age, height, weight, martial status, handicaps etc.
- Pick out and list, Highlights of Qualification -- a valuable skill, quality, experience and accomplishment/ award.
- Demonstrate your most valuable or impressive assets first, whether it is education, experience or skills.
- Do not include hobbies in a separate section. If your hobby contributes to skills and experiences that are relevant to your job objective, then the activity can be an example of your skill development. (E.g. designing web pages is relevant to a computer job, fixing up an old motorcycle is relevant to mechanical skills.)
- Use quantities, percentages, amounts, values wherever possible.
- Group similar jobs and volunteer work experiences together and then list all the skills together (e.g. restaurant jobs, recreation leadership work, retail work). Job or work/volunteer experiences do not have to be in chronological order.
- Do not list references on the résumé. Say they will be available upon request - and make sure you take a list with you to the interview.

** What is the fastest way to improve a résumé? **
Remove everything that start with "responsibilities included..." and replace with on-the-job accomplishments. (Parker, Jana, Damn Good Resume Guide)

Evaluate Your Résumé
Checklist

Aesthetics

- ❒ Is the résumé aesthetically pleasing, not too busy with different type styles, lines, boxes?
- ❒ Is it well spaced?
- ❒ Is the information easy to find? Are you guided through the résumé?

Content

- ❒ Name at the top of the page and highlighted
- ❒ Contact information clear and with name
- ❒ All entries highlight a capability or accomplishment
- ❒ Descriptions use active verbs and consistent tense (present in present; past in past)
- ❒ Few words are repeated
- ❒ Good punctuation, no typos or grammatical errors

Organization

- ❒ Best assets are first
- ❒ Categories are self-evident and text is indented
- ❒ Name appears at the top of each page

Format

- ❒ No more than two type styles
- ❒ Bold, italics, capitalization is used effectively and consistently
- ❒ Margins and line spacing keep the page form looking too busy
- ❒ Print on one side only
- ❒ If photocopied, the reproduction is crisp

Pro Active Work Search Tools

Skills Of Information Interviewing

- Building Rapport
- Asking Open Questions
- Summarizing
- Feedback

Rules Of Feedback

Immediate - here and now

Descriptive - as opposed to evaluative

Positive - constructive

Specific - as opposed to vague

"I" - (my perspective)

Information Interviewing

3 Things you - know well
- can speak about

Interviewer

1. Choose topic that most genuinely interest you.
2. Take time to prepare your questions (use your Portfolio)
3. Focus on practising skills
    - Building rapport
    - Open questioning
    - Summarizing

Interviewee

After the interview, take time to give the interviewer feedback re: the use of the 3 skills. What helped?

- Rules of Feedback
- Timekeeper

Career News You Can Use Through Interviews

A great way to expand your network and access labour market information is to conduct information interviews. Information interviews help you find out about jobs/careers that interest you by talking to people who work in or represent that field. It is one of the best ways to learn about the "real world" of a particular occupation or field. You can ask questions like:

- what is the work and lifestyle like?
- what are the joys and the pitfalls from an "insider's" point of view?
- what kinds of education or training do you need?
- what kinds of opportunities might open up in the future?

After you conduct an interview you may discover that this job is not what you thought it would be. When you make career decisions this is an excellent way to check and make sure that you choose the right path. It is also a great way to make valuable contacts, get tips on finding a job, or discover possibilities that you maybe hadn't considered.

The Eight Steps to Information Interviews

Step 1: Identify the job/career or area of interest you want to learn about

Step 2: Identify who to interview (who can best help you get "the inside story")

Step 3: Plan the specific questions you want to ask

Step 4: Learn about and practise the skills of interviewing

Step 5: Arrange for the interview

Step 6: Conduct the interview

Step 7: Follow up on the interview

Step 8: Reflect on your learning

Step 1: Identifying the job/career or area of interest you want to learn about

Information Interviewing can be helpful at any stage in your career planning. You can gather information to:

- ☆ get a sense of what the job you are interested in might be like;
- ☆ obtain specific information about the training required for a particular occupation;
- ☆ verify that what you know about a particular occupation is accurate.

  - If you have no idea what career possibilities you'd like to investigate, it may not be the time of Information Interviewing.

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

Step 2: Identifying who to interview

Deciding who to approach to best help you get "the inside story" can be a challenge. Here are some ideas:

- To develop leads, start with your family, friends and acquaintances (your core network). Ask them, "Who do you know who works as a . . ." or "Who knows about . . . ?"
- Let everyone know what you're interested in learning about and ask for names of people they know. It's especially helpful to talk to people like doctors, ministers or store clerks who are in contact with lots of other people. This will give you a whole new network of contacts.
- Read the business section of your local newspaper(s) and research the companies and organizations you learn about there. Check your local library for business periodicals and internet sites of various organizations.
- Once you have your first Information Interview and still want to le- n more, it's a good idea to ask the person you're interviewing whether there's anyone else they would suggest you talk to.

Step 3: Planning the specific questions you want to ask

This is the key focus (or "heart") of the Information Interview and there are many approaches you can take.

- Make a list of all the questions you might like to ask. Then choose the ones that stand out as most important and put them in the order you would like to ask them.

- Create a form that contains the questions you want to ask with enough space between to write the interviewee's answers. Below is one example of an information interview form. You may wish to use this as your base and add questions to it.

Information Interviewing Questions*

Name of the occupation, field, job or other topic you are interviewing the person about:

_____

1. What do you like MOST about this occupation, job or field?

   _____

   _____

   _____

2. What do you like LEAST about it?

   _____

   _____

3. What kinds of training or education does someone need?

   _____

   _____

4. If you were going to do it all over again, what would you do differently?

   _____

5. Can you think of anyone else it would be good for me to talk to?

_____

_____

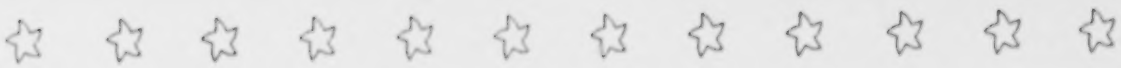
6. Would it be okay if I told them you suggested them as a contact?

_____

_____

Thanks for taking the time to talk to me today! It has been really helpful!

* Adapted and used with permission from the program entitled. Knowledge for Youth About Careers (KYAC). published by Matrix Interactive Video Systems



Step 4: Learning about and practising the skills of interviewing

The skills used in information interviewing are similar to the kinds of questions you ask your friends and family everyday. If you want to draw out information from someone, what types of questions do you use? Are they questions that are answered with a yes or a no? Or, do you ask questions where the respondent has to use at least a sentence to answer? Do you clarify with the person that you have understood them correctly by rephrasing what they have just said? If you answered "yes" to the last two questions, you are well on your way to developing the skills for information interviewing. Below are descriptions of two of the most used skills in interviewing.

a) Open-ended questioning

As the interviewer, you will play an important role in "steering" the direction of the interview. One of the main ways you'll do this is through the use of questions. Most of the time, you'll want to use **open-ended questions**, rather than closed questions. A closed question is usually one that requests specific information, resulting in a "yes", "no" or other short answer. Open-ended questions, by contrast, open up discussion by getting the person to tell you about or describe something. They often begin with the words "what" or "how" (for example, "What's your favourite part of the job?" or "How did you first get interested in this field?").

Paraphrasing

The skill of **paraphrasing** basically involves giving back to the other person in your own words what you understood them to say. There are two main purposes of paraphrasing:

1) Paraphrasing shows the person that you are listening and wanting to understand or clarify what they are saying.

2) Paraphrasing helps you to check for yourself whether you understood correctly.

Paraphrasing is important, but should not be over-used or you will sound like you are "parroting" the other person. You should use this skill most when you are genuinely wanting to clarify your understanding of what the person has said.

Step 5: Arranging for the interview

To arrange an interview, contact the person (and/or their assistant) and set up an appointment -- that is, agree on the date, time and place. You can do this in one of the following ways:

a) Write a letter and follow up with a phone call
b) Contact the person by phone only, or
c) Go to see the person.

Whichever your approach, you'll want to:

- Let them know why you want to talk with them.

  This could be as simple as saying, "I think I might be interested in becoming a mechanic. I would like to make an appointment to talk to you about the work, what you think the future opportunities might be, and what kind of education I would need to get into the field."

- Be clear about how much of their time you would like.

  Half an hour should be enough to cover the essentials, but you can test this out for yourself to see how much time you need. It's important to respect the other person by staying within the time you've set or, if necessary, negotiating for a few more minutes or a separate time to follow up. You might say, for example, "I notice we're about out of time. I have just one more question. Would it be OK if I asked it to you now or should I get back to you later."

- Make it convenient for the person you are interviewing.

  Most people aren't prepared to "drop everything" to see you on the same or next day. Usually, it's best to give the other person and yourself a few days of "lead time." Since they are doing you a favour by offering you some of their time and energy for an interview, you may need to be the one that goes out of your way in making arrangements that are convenient to them.

Handling "Rejection"

Many people who are asked to participate in an interview and pass on some of their knowledge and skills are very pleased to do so. However, it may happen sometimes that, when you contact someone, they won't respond in the most warm and positive way. On such occasions, it is very important that you don't take "rejections" personally, because chances are that person's actions have very little, if anything, to do with you!

Rude or negative responses can occur for many reasons other than the nature of your call. Negative reactions can even be viewed positively! If you discover that a person is particularly rude or negative on the phone, you may want to avoid situations where you are working with that person face-to-face on a day-to-day basis. Besides, the world is made up of all kinds of people and doing your best in dealing with people who are difficult is good practice in learning to fine-tune your "people skills."

So, what do you want to learn about? Who do you want to interview first? Is there someone in your core network that you want to start with? Draw up a list of people you will contact and a date when you will contact them.

Step 6: Conducting the interview -- A Few Pointers

- It will be important to "establish rapport" with the person you are interviewing to set a positive tone. This starts in the "getting warmed up" phase at the beginning of the interview. It may be as simple as thanking the person for taking the time to meet with you, commenting on something you like in their office, or saying something like, "It's exciting for me to have a chance to learn from you about [whatever it is]! I have known about your work for some time through..." But don't be phony or make it sound like you're just "buttering up" the person. Be genuine--the real you.

- It's a good idea to learn as much ahead of time as you can. Do your homework. Research the organization or occupation you're going to be interviewing the person about.

- Having written questions to refer to is important, to keep you focussed. Once a person starts "telling their story", if you don't have any notes, you may forget entirely what you were hoping to find out about.

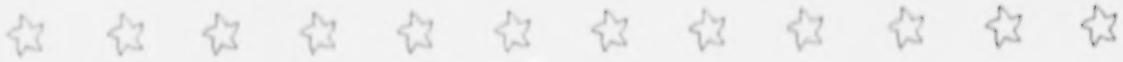
- If you begin to get nervous, focus on really listening to the other person instead of on yourself and what you're going to say next. Remember: Most people love to talk about themselves!

- Taking notes during the interview is also a good idea, because chances are you'll want the information for reference later. It also shows that you're interested and value what the person is providing.

- Respect the time line you have agreed to for the interview.

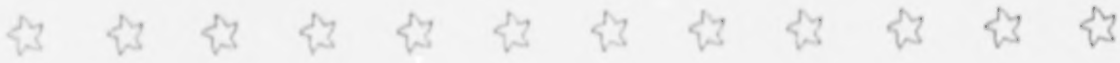
- Leave open the possibility of a follow-up visit or call, if necessary.

- Be sure to thank the person for their time and the information.



Step 7: Following up on the interview

After the interview, it's a good idea to write a short follow-up letter thanking the person for their time and the information. They would probably also appreciate knowing if anything of importance happened after the interview related to the points you discussed. You may also have a specific request or question you want to pursue with the person after the interview, which they will usually be happy to respond to. You don't need to go on and on, but most people really appreciate some recognition of their efforts after the fact.



Step 8: Reflecting on your learning

♦ **Points to ponder**

Although this appears as the "final" stage of Information Interviewing, you, in fact, need to be doing it all along, if you are to benefit from each of the steps you take. The point here is to ask yourself reflective questions such as the following:

- How did I do?
- What did I like best about what I did?
- Did I find out what I wanted to know?
- Is there anything I'd change for next time?

After an Information Interview, it's helpful to ask yourself or discuss with someone:

- How does what I learned fit with my previous research?
- Are the work environments in this occupation appealing to me?
- What about the tasks?
- What is the employment outlook? Is this an area to explore further?
- What should my next steps be?
- How could I use this information in looking for work opportunities?

Remember:

- Taking time to reflect on your learning can make all the difference in continuing to grow and improve.
- A journal can be a really useful ally in this process. It can be very valuable in your reflections "after the fact" and can help you see how far you've come!
- Celebrate your successes !

This section on Information Interviewing was adapted with permission from SchoolNet Career Centre: Student Centre

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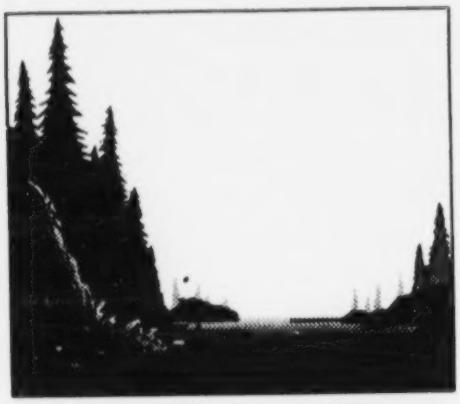
Finding the Roots of Your Network



A network functions a lot like the effect of throwing a rock in a pond. Each contact you make can have a "ripple" effect across your career path. Networks are developed for personal and professional reasons. We all have "natural networks" -- our friends, family and role models that supply us with information and support us when we need it. They are the first "ripple" of your network and a great starting point to begin building a wider network.

The first step in developing your network is to identify who is at its core. The diagram below helps you develop a list of people who are at the centre of your personal and professional network. Write their names in the appropriate circle and make sure that you have a list of their names and contact information in an accessible place.

Accessing Your Net

Your network has probably already provided you with a wealth of labour market and career information. Although we're often not aware of it at the time, we are constantly picking up pieces of useful information from our daily contracts. Now that you have completed a list of your immediate network, think of what you could ask them about the labour market and careers. Does someone you know own their own business? Does one of your peers have a great job that you would like to know more about? Could anyone in your core network give you some advice about making a career move? Is there anyone in your network that could give you some instruction or help you develop a skill?

Your network can help you access labour market information through four main routes[1]:

Advice Look for people who can advise about career decisions. People who have been through the experience (eg. graduated from a program you are considering) are more than likely, when asked, to give you the "inside scoop."

Instruction Find people who are willing to help you develop a new skill that you want or need to know. Whether it is wood-working or word-processing, your network can be a great source for skill development.

Connections: Think about people in your network who could connect you with other key contacts. Whatever you're looking for, it is probably already out there and accessible through your network.

Information: Identify those who you want to ask about their careers or who could pass on information about the labour market that you would have difficulty obtaining on your own.

1 See Alberta Advanced Education and Career Development, *Radical Change* (Alberta Advanced Education and Career Development, 1996), p. 85.

For each of the four main routes of accessing labour market information, write down something that you want to know. Then, pick one person from your network that could be approached for this information.

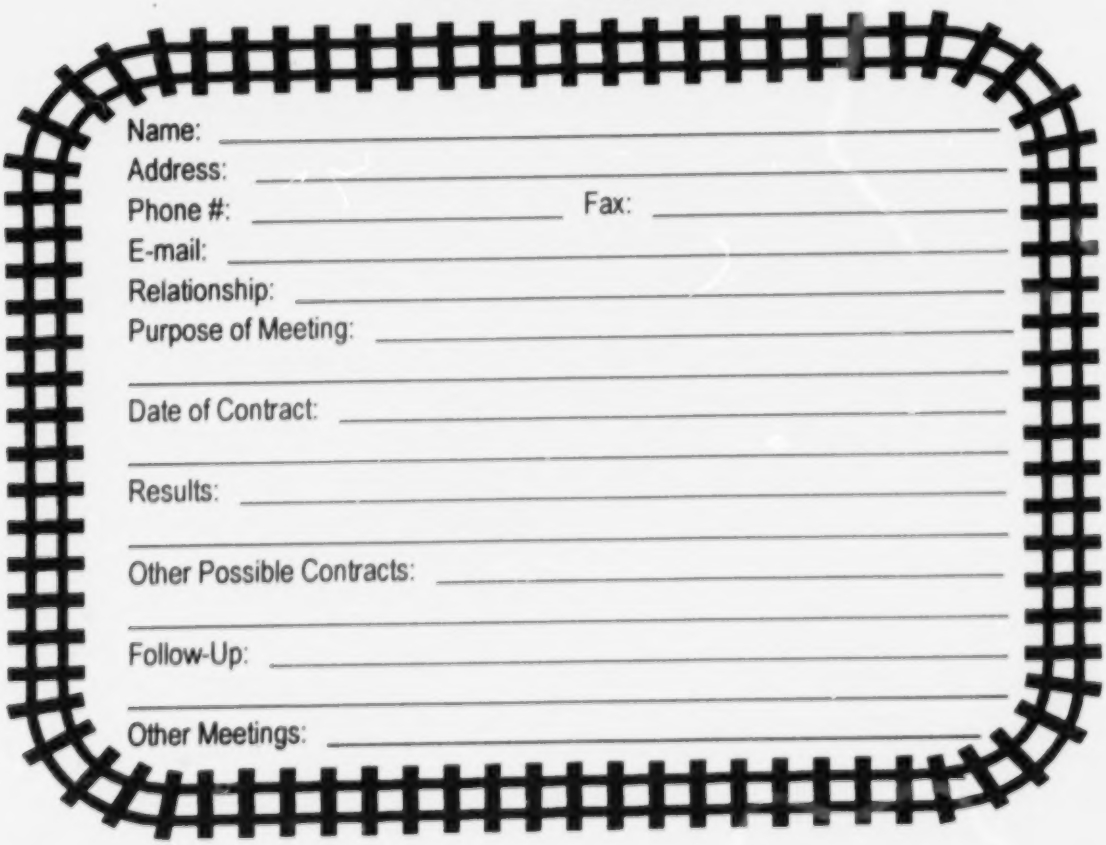
Advice	Instruction
I'm looking for some advice about...	I would like some help to learn...
Who's in my network that can help me:	Who's in my network that can help me:
Connections	**Information**
I'm looking for someone who...	I'd like some information on...
Who's in my network that can help me:	Who's in my network that can help me:

Network Inventory

A network is meant to be "worked." It is essential to have some method of keeping track of contacts, both with your core and your expanded network.

Address books, notebooks and 5"x7" cards are three ways to keep track of network contacts. In addition to basic contact information, you can record the dates and the results of your meetings and steps for follow-up. Below is a sample "tracking" card that you can use or adapt.

Network Tracking Card



Try to get into the habit of keeping your list of contacts current and organized in a way that you can retrieve this information when you need it. By getting into this habit, you'll have a personalized resource at your finger tips.

Employment Proposals

An Employment Proposal is shorter than formal proposals and written in letter format (to which you can append your résumé). The categories for content, however, are the same in both forms.

- **Background**

  - Address the person by name (Dear Sir/Madam letters tend to end up in File 13 --i.e. Go unnoticed).
  - Thank this person for meeting with you on (date) and talking with you about their organization.
  - 1 or 2 sentences in length.

  Example:

  I appreciated the time you took to meet with me on June 19. I enjoyed meeting with you and learning about the challenges that your organization is facing.

- **The Challenge**

  - State it simply (what and why it is a problem)

  Example:

  From our discussion, I understand that you are about to recruit 30 volunteers to staff the operations of your festival and for safety reasons you need to ensure, that they are trained in first aid and crowd control.

- **The Proposal**

  - The solution, stated clearly, with a simple description of the action you will take to resolve the problem.

  Example:

  As a security officer, I have trained many people in first aid as well as all aspects of security operations. I am proposing to offer a two-day course for your volunteers.

- **The Method**

  – How you will do it, work schedule, time lines and budget.

  Example:

  I will offer two courses lasting two days (one on first aid, the other on security operations) as part of the orientation session for your volunteers. My per diem for course development and delivery is $450. I estimate that the development of these courses will take approximately two days and the delivery will take two days.

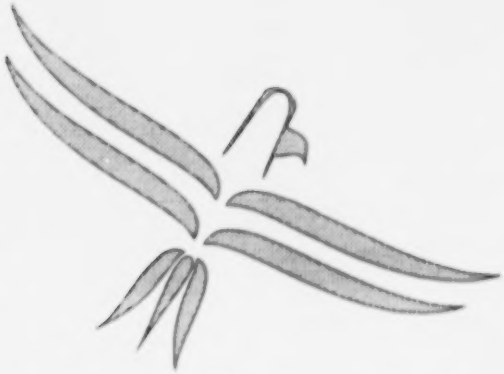
- **Conclusion**

  – Summarize briefly your proposal and state date for follow-up.

  Example:

  I know that you would like to have the orientation session organized as soon as possible. I can start work on development of the courses within a week's notice and can deliver five days later.

  I look forward to speaking with you soon to discuss this proposal. I will call the week of July 1 if I haven't heard from you before that date.



Your Leading Edge in Action

Possible Interview Questions

What brings you to our company?
What do you know about our company?
What inspired you to apply to our company?
Why do you want to work here?
Are your skills and interests generally compatible with the job and this company?
Have you ever done this type of work before?
Describe your ideal job.
What are your career goals?
Why did you accept each of the jobs listed on your résumé?
If you were starting all over again what career would you select?
Describe what you feel would be your ideal work environment.
Would you be happy in a smaller or a larger company?
Do you have any geographic preferences?

What can you do for our company?
What skills do you have and how can I benefit from hiring you?
Tell me about your experience in....
What are your skills?
What have been your two most significant accomplishments?
What are the most important contributions you have made to your present employer?
Describe some situations in which your efforts have been praised?
If you were offered and accepted this position, how would you manage your first four weeks?
How have you helped to increase sales? Profits?
How have you helped reduce costs?
Are you a leader? Give examples.
What are some of the most important lessons you have learned?
How does your education relate to this job?
What are your strengths?
Why should I hire you instead of someone else?
Give me an example of a time when you did more than what was expected.
What areas would you like to improve?
Describe a few situations in which your work was criticized.

What kind of a person are you?
How would your best friend describe you?
What are three words that describe you the best?
How do you spend your spare time?

What do you like about what you do?
What are your short term goals/long range goals?
What do you look for in a boss?
How do you stay organized?

What are your salary expectations?
What kind of salary are you looking for?
We offer between _____ and _____. How does that sound?
Do you have any questions for me?

Post Interview Checklist

		Needs Improvement 1	2	3	4	Excellent 5
1.	Dressed appropriately	1	2	3	4	5
2.	Established friendly rapport with the interviewer	1	2	3	4	5
3.	Firm handshake	1	2	3	4	5
4.	Smiled frequently	1	2	3	4	5
5.	Appeared at ease — relaxed	1	2	3	4	5
6.	Conveyed confidence in abilities	1	2	3	4	5
7.	Gave specific, concrete examples of skills	1	2	3	4	5
8.	Highlighted benefits the organization would have in hiring me	1	2	3	4	5
9.	Conveyed solid knowledge of résumé	1	2	3	4	5
10.	Used résumé interactively	1	2	3	4	5
11.	Maintain good eye contact	1	2	3	4	5
12.	Avoided nervous mannerisms	1	2	3	4	5
13.	Left interviewer with a visual of my work	1	2	3	4	5
14.	Maintained enthusiasm during the interview	1	2	3	4	5
15.	Ended the interview in a professional manner	1	2	3	4	5
16.	Overall evaluation	1	2	3	4	5

Challenging Questions

1. _____

_____

Next time I could say:

2. _____

_____

Next time I could say:

3. _____

_____

Next time I could say:

Consolidation:
Planning the Next Steps of The Journey

My Career Life Project

List of Occupations

Bus Driver
Make-up Artist
Accountant
Gestural Interpreter (Sign Language)
Data Processing Analyst
Real Estate Agent
Hairdresser, Barber
Secretary
Photographer
Economist
Computer Operator
Cleaner
Beautician
Interior Layout and Planning Assistant
Organizational Development Advisor
Window Cleaner
Fire Prevention Inspector
Sales Clerk
Receptionist
Industrial Design Technician
Waiter
Data Processing Clerk
Welfare and Compensation officer
Electrical Engineer
Butcher
Information Analyst
Decorator
Employment Counsellor
Invoicing Clerk
Electrician
Door Attendant
Taxation Clerk
Car Driving Instructor
Fashion Designer
Geologist
Filing Clerk
Doctor
Dental Hygienist
Anaesthetist
Medical Archivist
Electronic Systems Inspector
Auto Mechanic
Actuary
Audio-visual Material Technician
Researcher
Specialized Educator
Archivist
Psychologist
Computer Specialist
Sociologist
Claims Examiner
Car Salesperson
Human Resources Director
Insurance Clerk
Construction Inspector
Civil Engineering Technician
Drama Arts Teacher
Customs Officer
Social Worker
Group Leader
Financial Investments Analyst
Writer
Labour Market Analyst
Robotics Technician
Tudor
Immigration Officer
Nurse Aide
Retirement Counsellor
Environment Designer
Travel Agent
Evaluator
Industrial Relations Counsellor
Artist, Painter
Nurse
Ambulance Driver
Director of a Leisure Establishment
Audio-visual Technician
Insurance Broker
Physical Education Teacher
Security Guard
Colour Counsellor
Cashier
Dental Technician
Systems Analyst
Postal Clerk
Hotel Manager
Training Course Instructor Within Firms
Pump Attendant

Tourist Information Officer
Surveying Technician
Retail Business Manager
Human Resources Clerk
Poet
Heavy Machine Operator
Primary School Teacher
Truck Driver
Officer in the Armed Forces
Missionary Doctor
Veterinary Surgeon
Singer
Editorial Writer
Comedian
Architect
Physicist
Lawyer
Notary
TV Director
Geographer
Minister
Anthropologist
President of a Company
Scriptwriter
Carpenter
Physiotherapist
Ballerina
Naturalist
Purchaser
Taxi Cab Driver
Horticulturist
Masseur
Radiotherapy Technician
Emergency Ward Nurse
Palliative Care Nurse
Acupuncturist
Optician
Audio-prosthesis Technician
Interpreter
Police Officer
Banker
Firefighter
Sailor
Magician
Stagehand

Dentist
University Dean
Chemical Technician
Labour Relations Conciliator
Deputy
Quality Control Technician
General Director of Education
Marketing Director
Public Relations Specialist
Taxidermist
Coach
Farm Hand
Nursery School Teacher
Surgeon
Museum Director
Bookkeeper
Fine Arts Teacher
Library technician
Homeopath
Sculptor
Town Planner
Chaplain
Translator
High School Teacher
Ornithologist
Economist
Political Scientist
Jeweller
Inventor
Forestry Technician
Model
Speech Therapist
Hardware Sales Clerk
Camera Operator
Children's Book Illustrator
College or University Teacher
Ecologist
Wildlife Officer
Graphic Designer
Designer
Pediatrician
Surveyor
Historian
Geography Teacher
Mathematician

Source: *Career transitions: Choices and Strategies.* Danielle Riverin-Simard. Canadian Career Development Foundation, 1995.

Grouping of Occupations

Group	Reasons

Source: *Career Transitions: Choices and Strategies.* Danielle Riverin-Simard. Canadian Career Development Foundation, 1995.

My Career Life Project

Questionnaire:
Are You Ready For The Paradoxical Principles?

Answer yes or no to the following questions.

_____ 1. Have you ever wanted something, gotten it, and found out you wanted something else?

_____ 2. Have you ever set a clear goal or a precise objective and discovered a better one along the way?

_____ 3. Have you ever experienced serendipity?

_____ 4. Do you sometimes engage in fuzzy thinking?

_____ 5. Have you ever found it an advantage not to know something?

_____ 6. Are you sometimes afraid to get a second opinion?

_____ 7. Are you more familiar with the past than the future?

_____ 8. Have you ever experienced misinformation?

_____ 9. Have you ever distorted the truth?

_____ 10. Do you sometimes feel unacquainted with reality?

_____ 11. Have you ever found wishful-thinking to be an advantage?

_____ 12. Have you ever experienced a "self-fulfilling prophecy"?

_____ 13. Have you ever made an important decision in a way that wasn't totally rational?

_____ 14. Have you ever decided not to decide?

_____ 15. Do you find it easier to be the result of the past than the cause of the future?

_____ 16. Have you ever experienced clairvoyance?

From: *Creative Decision Making* by H.B. Gelatt

Action Planning Questions

1. What is your goal for now? *(Be as specific as possible)*

2. If I am successful in achieving this goal, how will I know? What will success look like for me? What outcomes am I looking for?

3. What information about my goal am I missing? Where are the gaps (exploration outward and inward)? What do I need to know or confirm?

4. What tools, activities, resources do I need to use to achieve this goal and reach my outcomes?

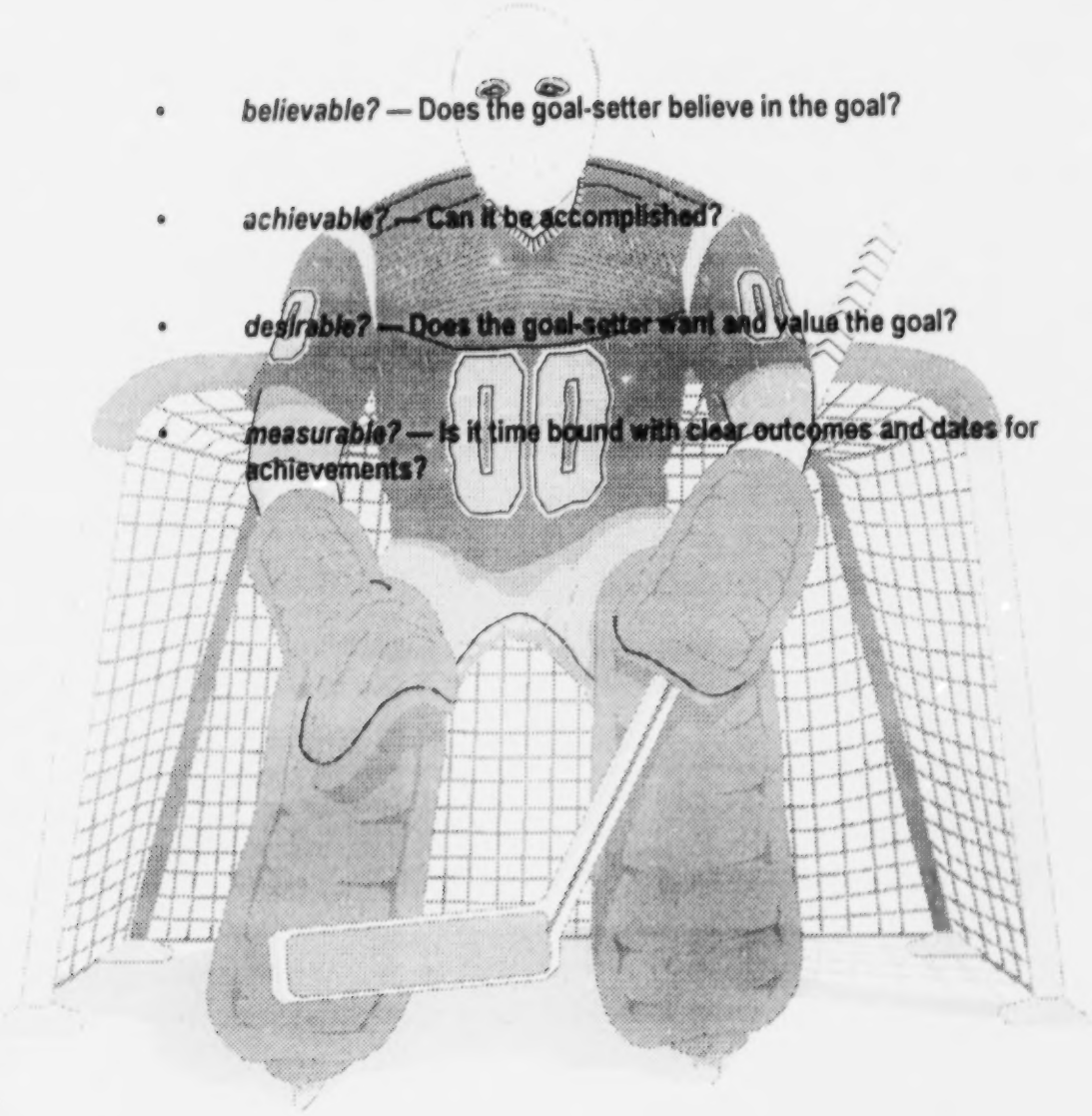
5. What are my first steps? What will I do in the next 2 weeks? Be specific and concrete.

6. What is your goal and first steps - be specific.

Goal Test

Is your goal:

- *believable?* — Does the goal-setter believe in the goal?
- *achievable?* — Can it be accomplished?
- *desirable?* — Does the goal-setter want and value the goal?
- *measurable?* — Is it time bound with clear outcomes and dates for achievements?



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My Plan for Now is...

PLAN B

My Initial Steps Are...

Target-date to complete

1.

2.

3.

Appendix

Interesting Career Development and Other Websites to Check Out !!

- **The Annotated Portfolio: An Experiential, Pro-active Learning Strategy**
  - http://www.so.va.us/vcca/hart2.htm.
- **Ball State University Career Services, Professional Employment Portfolio**
  - http:www.bsu.edu/career/foliojsb.html.
- **Canada Work Info Net**
  - http://www.workinfonet.ca.
- **Canadian Association of Career Education and Employers Online:** [Tips for resumes and interview, survey's on employer's views on hiring]
  - http://www.cacee.com
- **Career Edge**
  - http://www.careeredge.org
- **Career Paths Online:** [The official Career Planning Guide for BC and the Yukon]
  - http://careerpathsonline.com
- **Human Resources Development Canada's Labour Market Information Page**
  - http://www.csolve.net/~lakeland/e/html/labour_market_information.html.
- **Job Futures**
  - http://hrdc-drhc.gc.ca/hrdc/corp/stratpol/jobs/english/index.html.
- **The Job Search Process:** [a comprehensive site for resumes, cover letters, application letters and follow-up letters]
  - http:www.jobtrak.com/jobsearch_docs/pointers.htlm#resume.
- **Job Smart: Two dozen Hot resume Tips from Yana Parker**
  -http://jobsmart.org/tools/resume/yana24.htm#3.
- **Motive8 Online: The Official School-To-Work Transition Webzine**
  - http://motive8.com
- **New Bees Guide to Journalling**
  - http://gracefallbee.com/newbees/journalling.html.
- **Preparing the Ideal Scannable Resume**
  - http://www.resumix.com/resume/resume_tips.html
- **Professional Employment Portfolio**
  - http://www.bsu.edu/careers/foliojsb.html
- **School Net**
  - http://www.schoolnet.ca
- **Society of Canadian Women in Science and Technology**
  - http://habour.sfu.ca/scwist.
- **Work Search**
  - http://www.worksearch.gc.ca
- **Writing Your Resume**
  - http://www.pond.com/~lougpa/resume.htm.
- **The Youth Resource Network of Canada**
  [English] http:www.youth.gc.ca [French] http://www.jeunesse.gc.ca.